



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9516 W. Peoria Ave., Peoria, AZ 85345

Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Underperforming  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2004-05 Performing  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Not Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Janice Zagorniak  
Schedule : 07:00 AM to 05:30 PM  
Grades : 6-12  
2005 Enrollment : 82  
Web Address : www.ombudsman.com  
Phone Number : (602) 840-2997  
Fax Number : (602) 840-1402  
E-mail : jzagorniak@ombudsman.com

### Mission

As educators, we believe every student has unique gifts and we are dedicated to helping students develop their inherent talents and achieve their potential. We work with students and parents to provide an effective alternative to the traditional classroom environment. Our program eliminates barriers to success, builds self-esteem and confidence, and will help your student develop a sense of independence and responsibility about education.

### School / Academic Goals

- ü Students will become proficient in math skills which will be utilized for real-life applications, as well as the opportunity to improve math levels on state standardized tests.
- ü Students will demonstrate a minimum two-level increase in vocabulary levels and a 90 percent comprehension rate on a comparable reading series during a school year.
- ü Students will be encouraged to maintain a minimum of 95 percent attendance throughout the school year with the implementation of our attendance incentive program.

### Enrollment

October 1, 2004 School Year Student Enrollment : 86  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 90

## Instructional Programs

- Ü Alternative Education
- Ü Highly Structured/Individualized
- Ü Core Curriculum of Essential Skills
- Ü Scoped/Sequenced Elementary to College
- Ü Low Student to Teacher Ratio
- Ü Technology Based Learning

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

School responsibilities include assurance of a safe environment, retention, achievement of appropriate behaviors and quality work, and increase student self-image provided within a climate of productivity and mutual respect with continued academic success.

### Parents

Parent responsibilities include encouraging and supporting student attendance, providing proper clothing and nourishment, being supportive of academic goals and having open communication with the school.

## Transportation Policy

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü President's Award for Outstanding Academic Excellence	2005
Ü President's Award for Educational Improvement	2005
Ü American Citizenship Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	22	78250	NC	92	99	NC	495	548	NC	79	21	NC	7	18	NC	7	48	NC	7	13
All Students (Prior Year)	NC	28	75001	NC	88	99	NC	417	468	NC	86	37	NC	11	36	NC	4	16	NC	0	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	NC	15	40126	NC	88	99	NC	488	547	NC	82	23	NC	9	17	NC	0	46	NC	9	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	14	38320	NC	88	99	NC	492	568	NC	83	12	NC	8	14	NC	0	55	NC	8	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	NC	18	68996	NC	100	99	NC	497	561	NC	80	16	NC	10	18	NC	10	52	NC	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	NC	23	44937	NC	100	100	NC	495	561	NC	79	13	NC	7	15	NC	7	54	NC	7	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	22	78302	NC	0	99	NC	478	512	NC	14	11	NC	57	25	NC	29	57	NC	0	7
All Students (Prior Year)	NC	28	74918	NC	88	99	NC	466	497	NC	57	32	NC	7	19	NC	36	35	NC	0	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	NC	15	40166	NC	0	99	NC	468	507	NC	18	14	NC	73	26	NC	9	54	NC	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	14	38347	NC	0	99	NC	476	531	NC	17	5	NC	58	17	NC	25	68	NC	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	NC	18	69024	NC	0	99	NC	483	524	NC	10	7	NC	60	23	NC	30	62	NC	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	NC	23	44979	NC	0	100	NC	478	525	NC	14	6	NC	57	18	NC	29	66	NC	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	20	78094	NC	83	99	NC	502	545	NC	7	3	NC	50	18	NC	43	77	NC	0	2
All Students (Prior Year)	NC	27	74503	NC	84	99	NC	428	491	NC	22	9	NC	56	32	NC	19	51	NC	4	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	NC	13	40013	NC	76	99	NC	483	534	NC	9	5	NC	64	23	NC	27	71	NC	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	13	38265	NC	81	99	NC	494	564	NC	8	2	NC	58	11	NC	33	84	NC	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	NC	17	68892	NC	94	98	NC	530	559	NC	0	2	NC	40	14	NC	60	82	NC	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	NC	21	44871	NC	100	100	NC	502	559	NC	7	2	NC	50	12	NC	43	84	NC	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	89	69846	100	100	100	690	666	699	11	49	21	11	22	11	78	29	49	0	0	18
All Students (Prior Year)	13	74	65934	100	96	100	459	458	492	77	86	43	8	7	18	8	4	24	8	3	15
Female	NC	42	34328	NC	100	99	NC	666	702	NC	52	19	NC	21	12	NC	28	51	NC	0	18
Male	NC	48	35509	NC	100	100	NC	667	696	NC	47	23	NC	24	11	NC	29	48	NC	0	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	NC	15	23363	NC	100	100	NC	651	680	NC	70	32	NC	20	16	NC	10	45	NC	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	65	36421	NC	100	99	NC	670	714	NC	44	12	NC	23	8	NC	33	54	NC	0	26
Students with Disabilities	NC	20	7690	NC	100	100	NC	653	593	NC	77	64	NC	15	14	NC	8	21	NC	0	2
Students without Disabilities	10	70	62220	100	96	99	694	670	712	0	42	16	14	24	11	86	34	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	13	90	48489	100	100	100	690	666	704	11	49	15	11	22	10	78	29	52	0	0	23

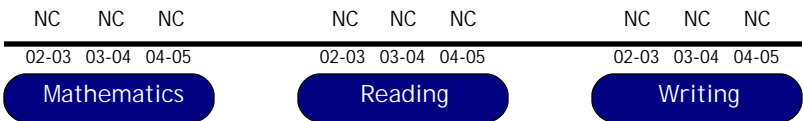
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	89	71311	100	98	100	710	689	694	0	8	7	11	22	21	89	71	63	0	0	9
All Students (Prior Year)	16	86	68162	100	100	100	489	488	509	25	30	18	25	28	24	50	40	51	0	2	8
Female	NC	38	34899	NC	90	100	NC	688	700	NC	6	5	NC	23	19	NC	71	66	NC	0	10
Male	NC	51	36430	NC	100	100	NC	689	688	NC	9	9	NC	21	22	NC	71	61	NC	0	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	NC	17	24056	NC	100	100	NC	659	672	NC	23	13	NC	54	31	NC	23	53	NC	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	62	36841	NC	100	99	NC	694	713	NC	4	3	NC	15	12	NC	81	72	NC	0	13
Students with Disabilities	NC	18	8021	NC	95	100	NC	679	590	NC	15	27	NC	23	42	NC	62	29	NC	0	1
Students without Disabilities	NC	71	63379	NC	99	100	NC	691	707	NC	6	5	NC	21	18	NC	73	68	NC	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	12	89	49157	100	100	100	710	689	702	0	8	4	11	22	16	89	71	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	87	70868	100	96	100	697	666	688	0	5	5	33	57	23	56	35	63	11	3	9
All Students (Prior Year)	16	85	67629	100	100	100	495	478	524	25	38	22	31	29	16	44	33	59	0	0	3
Female	NC	38	34710	NC	90	99	NC	678	697	NC	0	3	NC	52	19	NC	42	66	NC	6	12
Male	NC	49	36176	NC	100	100	NC	654	678	NC	9	7	NC	62	27	NC	29	59	NC	0	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	NC	16	23868	NC	94	100	NC	650	670	NC	15	9	NC	54	33	NC	15	55	NC	15	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	61	36710	NC	100	99	NC	673	702	NC	0	2	NC	56	15	NC	44	69	NC	0	13
Students with Disabilities	NC	17	7900	NC	89	100	NC	640	580	NC	15	22	NC	69	49	NC	15	28	NC	0	1
Students without Disabilities	NC	70	63054	NC	97	99	NC	672	701	NC	2	3	NC	54	20	NC	40	67	NC	4	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	12	87	48960	100	100	100	697	666	694	0	5	3	33	57	18	56	35	67	11	3	12

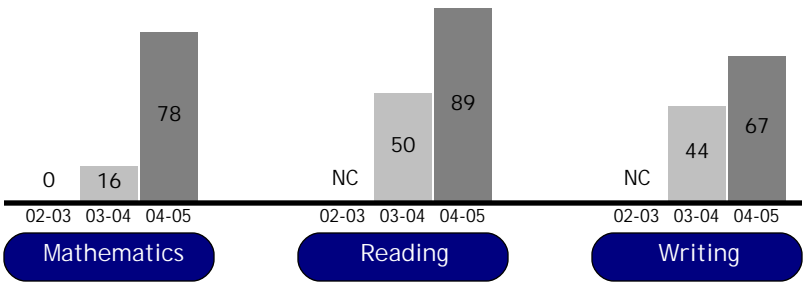
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	NC	NC	NC	53	NC	NC	NC	56	NC	NC	NC	51
	Language	NC	NC	NC	45	NC	NC	NC	48	NC	NC	NC	47
	Mathematics	NC	NC	NC	62	NC	NC	NC	66	NC	NC	NC	52
7	Reading	NC	NC	41	51	NC	NC	NA	54	NC	NC	28	50
	Language	NC	NC	NC	54	NC	NC	26	58	NC	NC	30	52
	Mathematics	NC	NC	NC	58	NC	NC	41	62	NC	NC	27	50
8	Reading	NC	NC	40	53	NC	NC	NA	55	NC	NC	36	51
	Language	NC	NC	21	49	NC	NC	25	52	NC	NC	37	50
	Mathematics	NC	NC	24	58	NC	NC	30	61	NC	NC	30	53
9	Reading	100	30	32	41	81	27	NA	42	100	50	40	51
	Language	100	27	26	42	75	19	17	42	100	46	36	50
	Mathematics	100	30	35	60	88	28	26	63	100	43	32	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	4.00
Other Professional Staff	.40	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site
Special Facilities

Extracurricular Activities
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Social Services
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Ü Tobacco Prevention Program



Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ombudsman diplomas were awarded to 100 percent of seniors. These students successfully completed all academic and attendance requirements.
- ü The overall year-end student attendance was 94 percent. Students have made it a priority to commit to the high attendance expectations set by Ombudsman.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	31	12	12	17
Transfers In Rate <sup>6</sup>	58	28	28	37
Stability Rate <sup>7</sup>	68	87	87	82
Promotion Rate <sup>8</sup>	56	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	12	0	1	6
Status Unknown <sup>11</sup>	11	0	1	4
Graduation Rate <sup>12</sup>	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our procedures provide for effective management of an emergency situation. Policies and procedures are outlined and reviewed regularly. Ombudsman understands that a safe learning environment promotes a quality education.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

Name	Phone Number
School Site Council	
Transportation Policy	
Community Resources	
School Nutrition Programs	
Parent Organization	
Student Health/Nurse	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.